

North Yorkshire Personal Social Health Education (PSHE) and Citizenship Guidance for schools including the curriculum entitlement framework

Key Stages 3-4

Updated September 2019 – Incorporates the Dfe Relationships and Sex Education and Health Education learning outcomes that will become statutory for all schools in September 2020.

What is the purpose of the guidance?

The guidance has been designed to support schools in the development of a planned progressive programme for PSHE and Citizenship. The guidance provides an overview of the requirements for schools in these aspects, an introductory guidance on best practice in PSHE and Citizenship, a suggested PSHE and Citizenship entitlement framework, the North Yorkshire ladder of progress for PSHE/Citizenship and guidance on resources to support the delivery of PSHE and Citizenship.

What is Personal, Social, Health Education (PSHE) and Citizenship?

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association 2017).

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Further Training and Networking Opportunities

Education and Skills service provide a range of training and networking opportunities to support schools deliver an effective and planned approach to PSHE and Citizenship and related issues. To access further information and to book all courses please go to North Yorkshire Education Services

www.nyeducationsservices.co.uk

We run central training and networks and also provide a range of bespoke training to individual / cluster of schools which include:

- Termly PSHE, Citizenship, Equalities and Health and Wellbeing networks
- Relationships and Sex Education training
- PSHE CPD qualification
- Drugs, alcohol and tobacco training
- Online safety training
- Challenging homophobic, biphobic and transphobic bullying, celebrating difference and supporting LGBT young people
- Prevent Training including training on extreme ideologies
- Delivering effective Personal Development
- Equalities training

Further North Yorkshire resources and guidance:

Further guidance documents can be accessed from the cyps information site <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

- NYCC PSHE and Citizenship Guidance for Schools Key Stage 1-2
- NYCC PSHE and Citizenship Guidance for Schools Key Stage 3-4
- NYCC Relationships and Sex Education Guidance for Schools
- NYCC Substance Misuse Guidance for Schools
- NYCC Guidance for North Yorkshire schools and other settings to implement a smoke free environment for pupils and staff
- NYCC Online Safety Guidance for Schools
- NYCC Lesbian, Gay, Bisexual and Trans Guidance for Professionals Who Work with Children and Young People
- Guidance to support schools deal with and report prejudice based incidents and hate crime in schools and settings is available at <http://cyps.northyorks.gov.uk/equalities-and-diversity>
- [SMSC and British Values Toolkit](#)
- [NYCC Practice Guidance: Working with individuals vulnerable to extremism in education settings](#)

For any further guidance, information or to discuss specific training requirements please contact Clare Barrowman, Health and Wellbeing Adviser, Education and Skills, North Yorkshire County Council at clare.barrowman@northyorks.gov.uk or Tel: 01609 536808

Content of the guidance document	Page
Position of PSHE and Citizenship, statutory requirements and links to Ofsted	3
Curriculum delivery models for PSHE and Citizenship	8
The research base for effective PSHE and Citizenship programmes	9
The PSHE and Citizenship Entitlement Framework	11
Effective teaching and learning in PSHE and Citizenship lessons –	17
Assessment of PSHE and Citizenship including the North Yorkshire PSHE and Citizenship ladder of progression	19
Resources to support the teaching of the PSHE and Citizenship Entitlement Framework - to support the learning outcomes of the entitlement framework	21
Further supporting information for staff on specific topic areas	32
Appendix 1 – Partners in School Agreement Form to ensure visitors provide effective learning for pupils	35

Present position of PSHE and Citizenship in the national curriculum THIS will change in 2020 due to the statutory requirements the government are bringing in. Further information on this is in the next paragraph

- PSHE education is presently a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The Department for Education allows schools to design their own PSHE curriculum, to reflect the needs of pupils.
- Citizenship education is a statutory entitlement at [Key Stages 3 and 4](#) and from September 2014 it incorporated Financial Capability. There is a [programme of study for Citizenship](#) for key stage 3 and 4.
- Maintained schools are required to publish details of the curriculum by year group for all subjects, including PSHE education on their school website. This should be with the same level of detail as for all other subjects.
- Academies, free schools and independent schools are not bound by the national curriculum, however all schools share the statutory duties outlined in the sections below.

The Government has announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020 but they are encouraging schools to adopt the new curriculum early from September 2019. The final Relationships Education, Relationships and Sex Education and Health Education guidance can be accessed at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Some key aspects from the guidance include:

- **Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.** Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

- **All schools must have in place a written policy for Relationships Education and RSE.** Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Schools should publish the policy on the school website.
- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with **special educational needs and disabilities** as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- In teaching Relationships and RSE, schools should ensure that they needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. At the point at which schools consider it appropriate to teach pupils about **Lesbian, Gay, Bisexual and Trans (LGBT)** they should ensure that this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.
- **Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.** Before granting any such request it would be good practice for the head teacher to discuss the request with the parents / carers. The parents have the right to withdraw the child up to and until three terms before the child turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education during one of those terms. There is no right to withdraw from Relationships or Health Education
- **Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement** for teaching by those staff.

Topic areas for secondary schools - Under each topic heading there are learning outcomes that have been integrated into the PSHE entitlement framework on page 12	
<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and media • Being Safe • Intimate and sexual relationships including sexual health 	<p>Health Education</p> <ul style="list-style-type: none"> • Mental Wellbeing • Internet safety and harms • Physical health and fitness • Healthy Eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body
<p>The law- It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. There are many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be aware of the relevant legal provisions when relevant topics are being taught for example (the websites in brackets provide further information on the aspect of the law):</p> <ul style="list-style-type: none"> • marriage (https://www.brook.org.uk/your-life/sex-relationships-and-your-rights#/getting-married) • consent, including the age of consent (https://www.brook.org.uk/our-work/consent-and-the-law) and https://www.fpa.org.uk/factsheets/law-on-sex • violence against women and girls (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/522166/VAWG_Strategy_FINAL_PUBLICATION_MASTER_vR_B.PDF) • online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes etc) (https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse/#heading-top) • pornography (https://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/online-pornography) • abortion (https://www.pshe-association.org.uk/curriculum-and-resources/resources/abortion-factsheet-frsh-rcog) 	

- sexuality (<https://www.youngstonewall.org.uk/lgbtq-info/legal-equality>)
- substance misuse (<https://www.gov.uk/penalties-drug-possession-dealing>)
- violence and exploitation by gangs (<http://safeguardingchildren.co.uk/admin/uploads/resources/north-yorkshire-criminal-exploitation-county-lines-practice-guidance.pdf>)
- extremism / radicalisation (<https://educateagainsthate.com/school-leaders/define-extremism-terrorism-uk-2/>)
- criminal exploitation (for example through gang involvement or county lines) (<http://safeguardingchildren.co.uk/admin/uploads/resources/north-yorkshire-criminal-exploitation-county-lines-practice-guidance.pdf>)
- hate crime (<https://www.cps.gov.uk/hate-crime>)
- female genital mutilation (FGM) (<https://www.cps.gov.uk/legal-guidance/female-genital-mutilation-prosecution-guidance>)

PSHE Education as a means to fulfilling the statutory duties on schools including Safeguarding

The [Education Act 2002](#) and the [Academies Act 2010](#) sets out the following duties and whole school Ofsted inspections consider the extent to which a school provides such a curriculum:

- which is balanced and broadly based
- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The [Equality Act 2010](#) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty

PSHE education and safeguarding are inextricably linked. Paragraph 68 of the statutory guidance on [Keeping Children Safe in Education](#), the Department for Education states, “*Governing bodies and proprietors should ensure children **are** taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE).* Specific issues referred to in the document include child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, sexting, relationship abuse and preventing radicalisation.

The NYCC Safeguarding Audit for Schools, being updated in November 2018 references the contribution that PSHE makes to safeguarding. The document and other supporting documents can be accessed at: <http://cyps.northyorks.gov.uk/safeguarding>

Citizenship is a statutory National Curriculum foundation subject in secondary schools. The [citizenship programme of study](#) set out what schools must address in their citizenship teaching.

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced

- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

The attainment targets for pupils for the end of each key stage, set out what pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. National curriculum attainment targets are no longer set out as level descriptions.

The Association of Citizenship Teaching states that “for a schools to be a, ‘Citizenship-rich school’ it requires: specialist Citizenship teachers, discrete curriculum time (parity in the curriculum with all other subjects) and senior leadership understanding and support because as a subject it has a special pedagogy characterised by student voice and action, which has the potential to transform learning in all other subjects. And as more than a subject, Citizenship has a role to play in building a participatory, democratic community across the whole school.

[Statutory guidance for schools on providing careers guidance. - Careers guidance and access for education and training providers \(October 2018\)](#)

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation’s Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.

Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. **Government’s expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020.** Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

What is the Relationship between PSHE and a whole school approach to pupil’s health and wellbeing

The planned PSHE and Citizenship provision is a taught ‘school subject’. *‘To achieve an effective whole school approach to pupil wellbeing there needs to be PSHE education. With PSHE education working together with pastoral care, the schools are not only keeping pupils safe and well, and supporting them when things go wrong, but are also equipping pupils to make positive choices to keep themselves and others safe and healthy, manage their own behaviour and relationships and to know and be able to independently access the sources of support they need for themselves or when they are worried about a friend’* (PSHE association July 2016).

How does PSHE education contribute to Ofsted inspections?

PSHE and Citizenship education can make a significant contribution to whole-school judgments under the Ofsted Common Inspection Framework. It will be significantly easier for schools to adequately evidence that they are meeting inspection criteria in these areas if they have a planned, developmental PSHE and Citizenship programme in place. The [new Ofsted framework \(September 2019\)](#) has a personal development judgement and the guidance states, “The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work”. This judgement will focus on the following dimensions of the personal development of pupils:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils’ age-appropriate understanding of healthy relationships through appropriate relationship and sex education
- providing an effective careers programme in line with the government’s statutory guidance on careers advice that offers pupils:
 - unbiased careers advice
 - experience of work, and
 - contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted inspection guidance does refer to the incoming statutory requirements for Relationships, Relationships and Sex Education and Health Education

- From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.
- **If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.**

Ofsted, Inspecting safeguarding in early years, education and skills settings, September 2019 has a number of aspects that could relate to a well taught PSHE and Citizenship curriculum for example :

- Action is taken to ensure that children are taught about safeguarding risks, including online risks
- There is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism
- As part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them
- Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, learners and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to recognise when they are at risk and how to get help when they need it
- Children and learners are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.
- Inspectors will evaluate, where applicable, the extent to which the provision is successfully promoting and supporting children's and learners' safety. Inspectors will consider, among other things, children's and learners' understanding of healthy and unhealthy relationships and how they are supported to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with children and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.
- In relation to early years, inspectors should consider how staff promote young children's understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision.

Curriculum delivery models for PSHE and Citizenship

'PSHE education should be taught in discrete lessons, supported by other learning opportunities across the curriculum, including the use of enhancement days where possible. This is the position taken by Ofsted' (PSHE association recommendation, 2016).

The governments guidance on making RSE and Health Education statutory states, "effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practice applying and embedding new knowledge so that it can be used skillfully and confidently in real life situations".

A number of other models can be used to supplement discrete lessons with dedicated curriculum time. These include:

- learning opportunities in other curriculum subjects (PSHE education provision integrated within other subjects but pupils being clear when they are being taught PSHE knowledge, skills and attitudes/values)
- whole school and extended timetable activities that enhance the taught curriculum time

- cross-curricular projects
- one-to-one or small group support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and wider community

These opportunities, wherever they occur, should be planned, coordinated, assessed, monitored and evaluated

The research base for effective PSHE and Citizenship programmes (Based on the Key principles of effective prevention education, PSHE Association)

- **A taught programme that is part of whole school approach.** A whole school approach should ensure that the curriculum, school policies, pastoral support and school ethos complement each other to create an environment that helps to prevent negative behaviours.
- **Establishing and maintaining a safe and secure learning environment and a school ethos which promotes positive relationships** between peers, and between pupils and staff. PSHE and Citizenship lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial that staff establish and maintain a safe teaching and learning environment in the classroom through the following well identified successful methods:
 - Establishing ground rules with pupils so there is shared ownership of them (not imposing them on the pupils)
 - Using 'distancing techniques' e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'
 - Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'.
- **The taught programme is more successful when the learning outcomes are clear to the pupils** and a planned and sequenced set of activities are used to develop and practice the intended skills.
- **Well trained staff and if possible a specialised PSHE teaching team.** Staff who feel confident and comfortable teaching PSHE with access to on-going CPD. A PSHE / Citizenship subject leader who has parity to other subject leaders and equal time, status and resources to other subjects.
- **Interactive learning that focuses on skills and attributes developed through the context of subject knowledge.** One of the key aims of PSHE Education is to develop skills, strategies and attributes to enable pupils to make and then enact on a decision. *'Choices are made through a complex combination of previous experiences, knowledge and understanding, filtered through the individual's values, attitudes and beliefs.'* Therefore a didactic approach in which pupils passively listen or watch will not achieve this aim. Active learning strategies are required which enable pupils to practice a range of skills within the safety of the classroom on scenarios that are realistic to them. Research has found the following to be key aspects that require developing for every pupil:
 - Problem solving skills

- Decision making skills
 - Cognitive skills for resisting peer pressure / media influences
 - Increased self-control/ management and self esteem
 - Opportunities for self -reflection and self-assessment and supported by motivational strategies
 - Coping strategies for stress
 - Social and assertiveness skills
 - Healthy relationships skills
-
- **A development programme matched to the age, stage and maturity which start ‘where pupils are’.** The spiral curriculum is especially important in PSHE and Citizenship and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.
 - **A social norms approach.** This evidence based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that ‘everyone else of my age is doing it’. e.g when asked how many year 10 pupils in North Yorkshire are regular smokers pupils will often respond 50-60% when the data from the Growing up in North Yorkshire survey (GuNY) 2018 showed it to be only 3%. *‘A social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes ‘positive social norms’.* The data from the GuNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.
 - **Avoiding the use of shock, fear or guilt.** Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in the risky behaviour. For some young people the fear felt in the safe environment of a classroom can lead them to wanting to repeat that experience. For some they react by saying ‘ it won’t happen to me’. Some pupils will be traumatised and if a pupil has some personal experience it may re-traumatise. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.
 - **Assessing learning and evaluating provision.** This is not about assessing a pupils individual character or behaviour but rather, *‘the extent to which they are progressing in their learning, their on going learning needs and the impact the programme is having on them and their peers’*
 - Evaluation is about the process- how effective were those activities? What will I change next time I teach this?
 - Assessment refers to activities that gauge an individual’s learning and development and identify what still needs to be learned. Assessment in PSHE is essential as it: increases motivation and improves learning, provides feedback about pupil’s progress and achievements, helps pupils reflect on and identify what they have learned and what they need to do to continue learning, it allows the leadership team to see the impact PSHE provision is having for pupils and for whole school outcomes.
 - See page 21 for further guidance on assessment in PSHE and Citizenship.

The PSHE and Citizenship Entitlement Framework

The Entitlement Framework is not intended to be a prescriptive scheme of work as attempting to cover all of the suggested content contained in the programme of study may lead to a series of superficial experiences that would most likely be restricted to providing information. Schools should ensure that their curriculum provision for PSHE and Citizenship meets the needs of its pupils and community and pupils are able to develop essential skills and attributes as well as information. However, the entitlement frameworks do provide a suggested guide to the essential components of a robust programme for PSHE and Citizenship. The entitlement framework for key stage 2 is available at <http://cyps.northyorks.gov.uk/health-wellbeing-phse> to support transition and continuity of learning.

The Entitlement Framework Key Stages 3-4 is structured into 4 themes and includes all the statutory requirements that schools have to deliver (including the learning outcomes for RSE and Health Education):

Personal Social Health Education – incorporating relationships, staying safe and healthy lifestyles	Careers education and enterprise	Economic wellbeing – personal finance	Citizenship
---	----------------------------------	---------------------------------------	-------------

Intended learning outcomes for the themes are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives. Learning outcomes have been developed with reference to the [statutory National Curriculum programme of study for Citizenship](#), [Pfeg's 'Learning about Money Secondary Planning Framework'](#), [PSHE Association's Programme of Study](#) and the Career Development Institute ([CDI Framework for careers, employability and enterprise education](#))

Schools may use the Entitlement Framework to:

- Provide the basis of a scheme of work
- Track progression and identify gaps in existing PSHE and Citizenship planning
- Identify opportunities for cross-curricular work
- Support projects and enrichment events for example anti-bullying week or healthy lifestyles project

The PSHE association have now developed a **Programme of study for key stages 1- 5** which could be used for schools with post 16 pupils <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

PSHE education makes a significant contribution to the development of a wide range of essential skills. These need to be an integral part of the planning for an effective curriculum. These have been taken from the PSHE Association Education programme of study

Essential Skills and Attributes		
Personal Effectiveness	Interpersonal and social effectiveness	Managing risk and decision making
<ol style="list-style-type: none"> 1. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 2. Resilience (including self-motivation, perseverance and adaptability) 3. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses) 4. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 5. Self-organisation (including time management) 6. Strategies for identifying and accessing appropriate help and support 7. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 8. Recalling and applying knowledge creatively and in new situations 9. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships 	<ol style="list-style-type: none"> 1. Identification, assessment and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

PSHE and Citizenship Entitlement Framework Key Stage 3

The aspects highlighted in yellow are new additions from the last update of this document. All learning outcomes are of equal importance but the changes have been made to ensure all learning outcomes from the Dfe RSE and Health Education guidance and the updated keeping children safe in education are incorporated (many outcomes from both documents were already integrated into the framework).

Year 7	Year 8	Year 9
<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I have the skills and knowledge required to manage transition to and expectations of secondary education I understand that in school and the wider community I can be expected to be treated with respect but that I also need to show respect to everyone I can recognise my personal strengths and areas for development and know how this affects my mental health I can talk about a range of emotions accurately and sensitively, using appropriate vocabulary and I understand the importance of understanding my emotions I can recognise that my happiness is linked to having positive relationships with others I understand what resilience means and I have some strategies which I can apply when managing disappointments and setbacks in different situations</p> <p>I have identified a trusted adult that I can talk to when I need help/ support both within and out of school I recognise the qualities and behaviours I should expect and demonstrate in a wide variety of positive healthy relationships both on and offline (including peer relationships) I can recognise bullying and abuse in all its forms both on and offline and between peers and have the skills and strategies to manage being targeted or witnessing others being targeted I am aware of unacceptable and acceptable physical contact and I am able to identify when someone may be putting pressure on me to do something I am not comfortable with including from my peers I know the unacceptability of sexist, racist, homophobic, biphobic, transphobic and disablist language and behaviours both on and offline , the need to challenge it and how to do so I know where to get help if I or someone I know is being bullied (in any form both on and offline) I know how to identify and report hate crime</p> <p>I can explain the short and long term impacts of both a healthy and unhealthy lifestyle choices I can describe how to make healthy choices as part of a balanced lifestyle understanding why it is important to make positive choices about my physical and emotional health I can take responsibility for my own personal hygiene including oral hygiene and flossing and the importance of regular visits to the</p>	<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I understand how my mental wellbeing can be affected by range of factors, such as family, friends, achievements and school and I have the ability to respond when it is having a negative effect on my mental wellbeing I understand what makes a person mentally well and the importance of a balance between school work, leisure, exercise, community participation and volunteering I recognise the early signs and symptoms of a range of mental wellbeing issues (e.g anxiety and depression) and I have positive ways of dealing with them, including asking for help I understand a range of common types of mental ill health I understand what being resilient means to me and I have strategies I can use to look after myself</p> <p>I have identified a trusted adult that I can talk to when I need help/ support both within and out of school I understand the expectations that having a partner might bring I can recognise the qualities and features of a positive relationship both on and offline (trust, respect, boundaries, privacy, consent) and I am able to positively act upon the signs when a relationship is not healthy I understand what is meant by sexual intercourse, the benefits of delaying sexual relationship and where to access further information on healthy relationships I know the importance of personal hygiene and protecting against infection and disease including by immunisation and vaccination and appropriate use of antibiotics I can challenge assumptions about the behaviours of young people using social norms data so I am aware of how many people of my age actually use substances and engage in sexual relationships and have considered the personal, social and health consequences alongside the benefits of not smoking, drinking, using substances or starting early sexual relationships I have considered and discussed media influences on image and behaviours and understand that media portrayal of relationships may not reflect real life I know about the risks associated with female genital mutilation, its status as a criminal act and sources of support I understand risk within the context of personal safety, especially knife crime, accident prevention, farm safety and road safety</p>	<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I recognise my own values and beliefs and can use these to influence my decisions and choices I can recognise and respond positively to difference and diversity in my school and community I can show empathy and understanding towards those who choose to live their lives in a different way</p> <p>I know what constitutes a healthy lifestyle and its benefits and I know the links between a poor diet and health risks including eating disorders and cancer I have increased understanding about resilience and have a range of strategies that I regularly use to ensure I look after my own mental health I am aware of a range of mental health issues including self harm and know where to access sources of support I have a range of strategies to manage a breakdown in a relationship including with peers and the effects of change, including loss, separation, divorce and bereavement I know about cancer and cancer prevention, including healthy lifestyles and self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices I have identified a trusted adult that I can talk to when I need help/ support both within and out of school including concerns about my health</p> <p>I know that relationships both on and offline can cause strong feelings and emotions including sexual attraction and I can successfully manage these feelings I am aware of a range of different healthy relationships both on and offline, including those within families, friendships and romantic I am aware that some behaviours within relationships (including between peers) both on and offline are criminal including violent behaviour, coercive control(grooming), sexual harassment and sexual violence and why these are always unacceptable and a trusted adult should always be informed I know what consent means in relation to sexual intercourse and other activities and that being pressured, persuaded, coerced into something is not 'consent' I am aware of the laws that protect my rights to withhold consent both on and offline are there to keep me safe I am aware of the benefits of delaying sexual intercourse and have</p>

<p>dentist I have knowledge of basic first aid and life-saving skills and can put them into practice I understand the physical and emotional changes I will go through at puberty and I can look after my body and health as I go through puberty I understand the terms associated with sex, gender identity and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology I can explain the impact of the media / social media on people's actions including body image and how this can affect how I feel about myself I can explain what the word 'risk' means to me now that I am in year 7 both on and offline I can differentiate between positive and negative risks both on and offline I can assess and manage the risks on my journey to/from school I understand about the range of legal and illegal substances including alcohol, volatile substances, tobacco (including e-cigarettes), their effects, the law and explain the risks associated with their use, including the impact on mental health I am aware of the benefits of rationing time online and the impact of positive and negative content online on mine and others mental and wellbeing I am aware of the risks in the on-line world and I have ensured that I am protecting myself as I understand how data is generated, collected, shared and used on line I understand that any material a person provides on line has the potential to be shared and therefore may always be accessible on line and that I have a responsibility not to share my own or other people's personal material or information I understand what 'sexting' means and involves, the consequences of sexting including the laws on possession of images of children and where to get help if I experience sexting I can recognise and manage different influences on my decision when others do something I don't want to do or put pressure on me to join in, both on and offline I have considered strategies to avoid negative pressures and influences both on and offline I know about a range of support services that can help me or others with a range of issues both in and out of school and on and offline</p> <p>Careers education and enterprise I can describe myself, my strengths and preferences and use this information to set goals to raise my achievement I can reflect on how past successes were attained and I am able to use this information to influence my future wellbeing, progress and achievement I can articulate my hopes and aspirations for the future and have begun to consider what I need to do to make these a reality I can recognise and challenge stereotypes that may limit my careers</p>	<p>I have knowledge of basic first aid and life-saving skills and can put them into practice I have ways of recognising and reducing risk both on and offline, minimising harm and getting help in risky situations I understand the physical and psychological risks associated with alcohol consumption, what constitutes relatively safe alcohol consumption and the consequences of addiction I understand how I may be at risk from my own/others use of technology both in the short and long term and have implemented effective ways of protecting myself I understand the short and long term consequences of sending 'nudie selfies' including the laws on possession of images and where to get help I have rehearsed strategies to help keep me safe when communicating on-line I understand that people can create a specific image through their online life and how this can negatively impact on others through obsessive comparison with others I am aware of how young people can be groomed or radicalised on line and face-to-face and am able to take steps to protect myself and others which includes informing a trusted adult</p> <p>Careers education and enterprise I understand the laws and bye-laws relating to young people's permitted hours and types of employment and I know how to minimise health and safety risks to me and others I understand the link between qualifications and earnings I understand what is meant by the concept of 'job satisfaction' and why this is important to emotional and financial wellbeing and how peoples working lives can change I know where to access different sources of information about jobs and careers locally, regionally and nationally including labour market information I know about the decisions and choices I will have to make at the end of Key Stage 3 I understand the qualities and skills needed for employability and to be enterprising and can demonstrate how I am developing these both in and outside school I have started a personal career plan to help me secure the right qualifications, skills and experience I may need for employability I understand key vocabulary associated with business and enterprise and I can describe the organisation and structures of different types of business.</p> <p>Economic wellbeing—personal finance I know the current UK minimum wage, income tax and VAT rates I understand about the deductions taken from salaries and wages that provide the Government with public money and the decisions they have to make to effectively spend the money I can analyse information to work out take home pay for typical jobs and the consequences for my aspirational future lifestyle (e.g renting</p>	<p>rehearsed some strategies to help me I am aware of the full range of contraception that can prevent unwanted pregnancy and STIs this includes where to access local confidential sexual and reproductive health services and treatment I can recognise when I am putting myself or others are putting me under pressure both on and offline to obey 'unwritten rules' or social norms and I am able to positively respond to these pressures I have considered how I can make my own choices both on and offline without losing friends or credibility and have practiced some strategies to achieve this</p> <p>I can assess the risks and consequences of experimental and occasional substance use and how it may affect my ability to make safe judgements and longer term dependency and addiction to substances(including alcohol) I have considered the impact on myself and others when making decisions regarding substances(including alcohol) and how the use of substances can increase risky sexual behaviours I understand how to use prescribed and over the counter medicines safely I am aware of the harms from smoking tobacco, the benefits of never smoking or quitting and how to access support to do so I know how to access local health services and other sources of support such as mental health support</p> <p>I understand the risks of physically meeting people I have only previously 'met' on line I understand the need to establish clear personal boundaries around those aspects of my life I wish to be private, shared only with specific people and understand my right to privacy I can understand how and why some people are radicalised and drawn into extremist behaviour and am able to give a counter narrative I am aware of how young people can be groomed or radicalised on-line and face –to-face and know how to identify and report such risks which includes telling a trusted adult. I can recognise the signs of someone being radicalised and know what to do if I spot the signs I understand the principles of Run, Hide, Tell and how to stay safe if there was a serious incident</p> <p>Careers education and enterprise I can describe how I have benefited from careers, employability and enterprise activities and experiences to develop my personal career plan and have used it to help make option choices for Key Stage 4 I know where to find relevant job and labour market information and know how to use it in my career planning I am able to recognise the qualities and skills that will help make me employable and I can provide evidence to demonstrate this both in and out of school I can demonstrate and reflect on a range of qualities and skills that</p>
---	---	---

<p>choices and aspirations and know how to stand up to discrimination that is damaging to me and others</p> <p>I can identify different kinds of jobs, careers and ways of working and understand how they develop and can give examples from people I know</p> <p>I know the difference between a job and a career</p> <p>I am aware of the kinds of jobs and careers available in my local community</p> <p>I can identify the skills and qualities for needed to be enterprising</p> <p>I can work as part of a team to think of solutions to problems</p> <p>Economic wellbeing—personal finance</p> <p>I understand the function and uses of money</p> <p>I know some of the financial products that are available to me including bank accounts and insurance e.g mobile phone / travel insurance</p> <p>I can recognise the ways in which media, companies and individuals may try to influence how I spend and save my money</p> <p>I know that there are a number of ways of calculate value of money—price is only one factor</p> <p>I can resist unwanted pressure to spend or save unwisely</p> <p>I know the difference between a credit and debit card.</p> <p>I can use financial information from bank statements, pay slips and utility bills to prepare budgets and financial plans</p> <p>I know that people buy things online and have online bank accounts and passwords to keep money safe</p> <p>Citizenship</p> <p>I understand how and why the UK is a multi-cultural, multi-faith society and understand the need for tolerance, mutual respect and understanding.</p> <p>I can recognise and challenge stereotypes based on sex, gender, race, religion, sexual orientation or disability as I understand they can cause damage</p> <p>I have explored my own identity and cultural heritage</p> <p>I understand what makes a 'British Citizen' in the 21st Century</p> <p>I understand the potential tensions between human rights, British law and cultural and religious expectations and practices (e.g arranged marriage, Shria law)</p> <p>I understand the importance of laws and rules in my family, school and society</p> <p>I recognise the rights and responsibilities of being a British Citizen</p> <p>I have explored the similarities and differences between the rights of a child in the UK and in the developing world</p> <p>I understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their community</p> <p>I participated in a school-based activity / campaign for change within the law to make an improvement in my school or community</p>	<p>/ buying a house, food budget etc)</p> <p>I know the importance of protecting myself when buying products on line</p> <p>Citizenship</p> <p>I understand the role and purpose of the democratic government in the UK including: the roles of citizens, Parliament and the monarch and how Parliament operates</p> <p>I understand what it means to live in a democracy and the precious liberties enjoyed by the citizens of the UK</p> <p>I know the different political parties in the UK and understand their role and how voting and elections work</p> <p>I understand the role of Members of Parliament (MPs)</p> <p>I understand how the English legal system works including the nature of rules, civil and criminal laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>I understand what happens to young people who break the law</p> <p>I have advocated for change on an issue of importance</p> <p>I understand how to campaign within the law</p> <p>I have debated and understood how some groups have broken the law to achieve their goals e.g suffragettes and Nelson Mandela</p>	<p>entrepreneurs need</p> <p>I understand the pathways and qualifications available for the next stage of my education</p> <p>I can describe my plans for Key Stage 4 and understand the impact of my choices on my future goals and aspirations and appreciate I need to be positive, flexible and well-prepared for the changes</p> <p>I can identify and make the most of my personal networks of support, including knowing how to access wide range of careers information, advice and guidance and distinguish between objectivity and bias to help my make decisions and choices for Key Stage 4 and beyond</p> <p>I can avoid stereotypical beliefs that may influence my decisions and choices</p> <p>I have started to plan how I can get the qualifications, skills and experiences I need for my future plans</p> <p>I have had experience of preparing and presenting myself when going through a selection process and reflected on the process</p> <p>Economic wellbeing—personal finance</p> <p>I am aware that there are positive and negative risks associated with financial savings and borrowing and the impact this can have on emotional wellbeing</p> <p>I can identify ways in which negative financial risks can be minimised including insurance</p> <p>I have begun to consider the importance of financial planning to provide for my longer term aspirations and wants</p> <p>I can manage a personal budget and contribute to household and school budgets and can provide examples of this</p> <p>Citizenship</p> <p>I understand Britain's changing relationship with the European Union and the influence that the EU has on my life</p> <p>I have considered the implications of BREXIT</p> <p>I know how MEPs are elected and what they do</p> <p>I understand the UK relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>I understand what it means to be a 'global citizen'</p> <p>I can recognise my responsibilities as a global citizen</p> <p>I can assess the ethical and economic benefits of fair trade organisations</p> <p>I have advocated for change on a topical global issue</p> <p>I understand the terms terrorism and extremism and have discussed the consequences of recent terrorist activities and extremist activity (including Right Wing Extremism)</p> <p>I understand what makes a young person vulnerable to radicalisation and how I can protect myself, including telling a trusted adult</p> <p>I know about the process of radicalisation and I am aware of how to spot the signs of possible radicalisation in others and have the confidence to inform a trusted adult</p> <p>I know about the security measures in the UK to protect citizens from terrorist attacks</p>
--	---	--

NYCC Key Stage 3-4 PSHE and Citizenship Guidance for Schools September 2019 (includes the RSE and Health Education Statutory learning outcomes)

Year 10	Year 11
<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I understand what constitutes a healthy lifestyle and the importance of maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health</p> <p>I have strategies for self managing a range of mental health issues including accessing a range of sources of support and help, this includes talking to a trusted adult either within or outside of school</p> <p>I understand what 'being resilient' means to me and I can demonstrate a range of positive coping strategies to keep myself mentally healthy</p> <p>I understand the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p> <p>I recognise the characteristics of mental health and the causes, symptoms, treatments and strategies for managing some disorders, including depression, stress and anxiety</p> <p>I can maintain a positive self image under pressure and am good at balancing being sociable with maintaining my independence and principles</p> <p>I know where and how to obtain health information, advice and support including sexual health</p> <p>I can take increased responsibility for monitoring my own health, understand the benefits from screening and immunisation and the benefits of regular self –examination (including testicular and breast self examination)</p> <p>I have information about the option to be a blood and / or organ donor</p> <p>I have knowledge of life-saving skills, including how to administer CPR and the purpose of defibrillators and when one might be needed</p> <p>I can recognise and manage my feelings about body image and the media's portrayal of idealized and artificial body shapes and understand the health risk and issues related to this, including cosmetic surgery</p> <p>I have further considered the terms associated with sex, gender identify and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology and the expectations of the Equality Act 2010.</p> <p>I can recognise when a relationship is unhealthy (abuse or exploitation) both on and offline and have strategies to seek help</p> <p>I understand the importance of using contraception and I have the skills to communicate which contraception we will use to protect against STIs', including HIV/AIDs</p> <p>I can access information about the range of STI's, I know how they can be tested for and treated and Where to access confidential sexual and reproductive health advice and treatment</p> <p>I understand the risks related to unprotected sex, which includes exploring the consequences of unintended pregnancy and I am able to access impartial information on all of the options available in such circumstances and where to access support including information on miscarriage</p> <p>I am aware of reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women about the options open to people who would like to conceive and menopause.</p> <p>I recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) and its impact on views of a healthy sexual relationship</p> <p>I understand what constitutes sexual harassment and sexual violent both on and offline (and between peers) and I am able to challenge it and report it</p> <p>I can recognise and challenge prejudice and discrimination confidently within school, the wider Community and online</p> <p>I know what hate crime is and how to report it</p> <p>I can recognise and manage risks in a variety of settings including roads, travel and on the streets including knife crime to keep myself safe</p> <p>I know the laws relating to carrying an offensive weapon and have considered what might motivate</p>	<p>Personal, Social, Health education (including relationships, staying safe and healthy lifestyles)</p> <p>I can assess the risks I may face as I get older and move onto the next stages in my life/education</p> <p>I can assess the wider risks and consequences of legal and illegal substance use on my personal safety, sexual health, emotional health, career, relationships and future lifestyle</p> <p>I have the skills, resilience and effective coping strategies to ensure I can manage exams and the transition at the end of year 11</p> <p>I know where/how to access appropriate information and advice to help keep me safe and well, both now and in the future</p> <p>I have identified a trusted adult that I can talk to when I need help/ support both within and out of school</p> <p>I can describe the benefits, appropriateness and efficacy of different forms of protection which will protect against STI's and pregnancy and know how to access confidential sexual and reproductive health information and services</p> <p>I understand how to seek consent both on and offline and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity and other activities and have rehearsed negotiation strategies to keep myself safe</p> <p>I am aware that sexually explicit material e.g pornography presents a distorted picture of sexual behaviours, and can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>I understand the characteristics and benefits of positive, strong, supportive, equal relationships both on and offline and how to manage the end of a relationships that is not right for me (this includes peer relationships)</p> <p>I know that living together, marriage and civil partnerships are relationships that people enter freely and without coercion and can contribute to human happiness and a stable environment to bring up children</p> <p>I understand the legal status, rights and protections of marriage and civil partnerships and how they are different to couples who are cohabiting</p> <p>I have an awareness of exploitation, bullying, harassment and abusive relationships both on and offline and how to respond so I am not in a unhealthy relationship whether that is with a partner, friend or work colleague</p> <p>I am aware of the concepts of, impact and laws relating to domestic abuse, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, forced marriage, honour-based violence and FGM both on and offline and know how to access support and help</p> <p>I recognise the role, responsibilities, skills and qualities required for successful parenting (including the implications of young parenthood)</p> <p>I understand how my own and others use of substances, alcohol or tobacco can seriously affect my ability to keep myself and others safe and I have practiced a variety of strategies to keep myself safe</p> <p>I recognise the importance of keeping myself safe online and having a professional online identity</p> <p>I can recognise and know how to respond to unwanted attention on line such as through grooming/ radicalisation / gambling etc</p> <p>I understand the principles of Run, Hide, Tell and how to stay safe if there was a serious incident</p> <p>Careers education and enterprise</p> <p>I am aware of the pathways and choices available and can access labour market information to enable me to remain in education, training or learning until I am 18, including apprenticeships</p> <p>I am able to use my personal career plan to assess which pathway is most suitable for me including volunteering options to achieve my goals</p> <p>I can consider how any choices I make will impact on my long term goals and aspirations. This includes my online digital reputation and any issues with the law</p> <p>I know where college, job and training opportunities are advertised, locally, regionally and nationally</p> <p>I know how to complete application forms, letters of application and have developed a curriculum vitae</p>

<p>someone to carry an offensive weapon I understand how my own and others use of substances, alcohol or tobacco can seriously affect my ability to keep myself and others safe I am aware of the benefits of rationing time online and the impact of positive and negative content online on mine and others mental and wellbeing I understand how technology including social media can be used for grooming/ radicalisation / bullying/harassment and how to seek support and use reporting mechanisms I can assess my digital reputation and understand the importance of having a positive digital presence and I know the potential consequences of my use of social networking sites</p> <p>Careers education and enterprise I have investigated key ideas about career development, including for example single track and portfolio careers, self employment, full-time, part-time and their pros and cons I have used labour market information to research changing trends in employment including new technologies and considered how this may impact on people's satisfaction with their working life I have investigated equalities issues in the workplace and I am able to recognise and challenge stereotyping and discrimination and know my rights and responsibilities in relation to these issues. I have continued to maintain my personal career plan and can evidence how I am continuing to develop the qualities, skills and experience needed for employability/enterprising and to fulfil my long term goals and aspirations I am aware of the rights and responsibilities of employees and employers and I know how to follow safe working practices I understand key terms in relation to different businesses including 'customer service', 'market', 'corporate image' 'brand loyalty' and are aware of how they operate and measure success</p> <p>Economic wellbeing—personal finance I understand financial terminology including income and expenditure, credit and debit and what I need to calculate value for money including APR/AER I am aware of different financial products for different needs (including cultural and religious) I am able to evaluate and select the most appropriate financial products and services (savings, loans, insurance, pensions) for a variety of circumstances I am aware of organisations and individuals that can provide financial advice and information and can reflect on the pros and cons of each I understand that I am responsible for my own future financial security</p> <p>Citizenship I have compared the features of democracy in the UK with other forms of government, both democratic and non-democratic I can describe what actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond and I am aware of the importance of exercising my right to vote I know the key elements of the UK constitution including the power of government, the role of citizens and have analysed how Parliament holds those in power to account I know how laws are made by Parliament and enforced by the judiciary and Police I have analysed some of the difficult decisions that elected representatives have to make, including economic, social and ethical dilemmas I have examined the importance of a free press in holding the government and MPs to account I have debated and reached conclusions on key topical political, controversial and sensitive issues, such as terrorism and the migration crisis I have actively participated in either community volunteering or other forms of responsible activity and I understand what it means to be an active and responsible citizen in my community</p>	<p>I am well prepared for interviews and selection methods used by employers, colleges and training providers and have practiced interview and selection skills I know my rights and responsibilities in a selection process and have strategies to use to improve my chances of being chosen I can build on and make the most of my personal networks of support including using a wide range of careers information, advice and guidance and distinguish between objectively and bias I recognise the importance of continuing to develop my personal career plan to support future goals and aspirations I know how patterns of employment are influenced by changing economic forces I can demonstrate a range of enterprise skills attitudes and qualities</p> <p>Economic wellbeing—personal finance I understand the financial implications of my post 16 plans and longer term ambitions and aspirations I know how to access financial support for further study and training I have explored the pros and cons of planned debt eg university, car loan, mortgage on my future lifestyle aspirations I can assess and manage risk and reward in different scenarios including pay day loans, loan sharks, stocks and shares and gambling I understand some of the social, moral, ethical and environmental implications of financial decision making I know what to do should I become a victim of financial fraud or identity theft I know how the government raises money and understand the decision making processes about how this money is spent.</p> <p>Citizenship I have explored the diverse national, regional, religious and ethnic identities in the UK and understand the need for tolerance, mutual respect and understanding. I can recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern I understand some of the ideologies behind some extremist groups and know how to challenge them with a counter-narrative I have explored issues in relation to human rights and international law and have considered the needs for checks and balances in relation to freedom of speech in the context of radicalisation and extremism I understand the legal system in the UK, different sources of law and explored a topical issue which demonstrates how the law helps society deal with complex problems I understand the role of pressure groups in campaigning for the rights of others I have advocated for change in a positive way on a local, national or international issue</p>
---	---

Effective teaching and learning in PSHE and Citizenship lessons

Effective teaching and learning in PSHE and Citizenship occurs when learners have the opportunity to acquire new knowledge, understanding, skills and attitudes in a safe and secure environment.

Key features of good teaching in PSHE and Citizenship include:

- Planning informed by needs analysis
- Safe, secure and positive learning environment
- Skilful management of discussions of sensitive and controversial issues by the teacher and being able to respond appropriately to spontaneous issues
- Active teaching and learning
- Assessment of learners' progress

Safe and secure learning environment

The learning environment needs to encourage pupils to express views and opinions, whilst respecting the views of others. Clear ground rules/working agreement should be established to provide a framework for lessons and discussions. They also minimise the risk of ill-considered and unintended personal disclosures. Ground rules should stipulate that personal questions should not be asked of staff or pupils. Pupils should be encouraged to avoid giving personal anecdotes or examples. Case studies and distancing techniques are useful way to achieve this. Teachers should take care not to make personal disclosures or illustrate the lesson with examples from their own experiences. Ground rules/working agreement should be negotiated with learners and not imposed on them. Staff should be aware of the school policy on confidentiality and make pupils aware of their duty to report any information that indicated that a pupil may be at risk of harm or danger.

Active teaching and learning methods for PSHE and Citizenship

Teaching and learning methods should ensure that pupils take an active role in the lesson and ultimately take responsibility for their own learning. Plenaries and lesson summaries allow learners to reflect on and assimilate what they have learned. Activities should provide an appropriate level of challenge and allow learners to develop their knowledge, skills, attitudes and understanding. There are a wide range of active learning techniques that can be deployed in PSHE and Citizenship lessons. Further information on effective teaching of PSHE can be accessed through the PSHE association <https://www.pshe-association.org.uk/> and for Citizenship from the Association for Citizenship Teaching <http://www.teachingcitizenship.org.uk/>

Assessing learning in PSHE and Citizenship

Assessment of PSHE and Citizenship is not about assessing someone's 'character or behaviour' but the extent to which they are progressing in their learning, their on-going learning needs and the impact the programme is having on the pupils. It is important that it is assessed as assessment increases, "motivation and improves learning, it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes" (PSHE association 2016).

Assessment in PSHE and Citizenship should therefore consider:

- Baseline assessment to determine learners starting points (data from the Growing Up In North Yorkshire Survey is a useful starting point). It is very important for PSHE and Citizenship to establish:
 - What children already know and understand?
 - What they have misunderstood?
 - What gaps they have in their knowledge
 - What preconceptions/prejudices may have to be challenged
- The PSHE association argue that the model of assessment that is most meaningful for PSHE is ‘ipsative assessment’ when a pupil compares their own results against their previous results in a similar way to an athlete measuring today’s performance against their own previous performance.
- Assessment for Learning (formative assessment) - regular assessment of pupils’ progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work.
- Providing effective and regular feedback to pupils
- There are three recognised models of assessment: pupil self-assessment, peer/group assessment and teacher assessment. Pupil self-assessment is about learners being able to assess their current knowledge and identify the next steps in their learning, setting their own targets and monitoring their own progress. Peer assessment is about learners providing feedback to each other; assessing other pupils’ work can help learners to clarify their own ideas and understanding of both the learning objectives and assessment criteria. Teacher assessment is about teacher observations and reviews of written work and pupils’ contributions to discussions and end-of unit tasks.
- Assessment of Learning (summative assessment) - the North Yorkshire progression ladder for PSHE and Citizenship may be used to assess, record and report learners progress.

North Yorkshire PSHE and Citizenship ladder of progression

This has been developed in partnership with schools to help support schools develop assessment methods that fit in with the schools assessment approach and enables the assessment to be through pupil, peer and teacher assessment. There is reference to both knowledge and skill development alongside the type of questions that can be used to support assessing pupils learning in PSHE and develop their critical thinking skills.

Acquisition of knowledge	Skill development	Type of questions that the pupils could be responding to
Recall, name, list,	Talk about, think of questions to ask	Who....? What....? Where? When? Which...? Why...?
Identify, retell, match give an example of	Talk about, can ask questions, express own opinion, listen to the views of others, select , take part in a group activity	Tell me in your own words..... Which is the best answer and why? What does the information show? How are these the same/ different?

		How could someone get help in this situation?
Describe, begin to recognise,	Find ways of answering questions using sources provided, can start to solve problems	What is the effect of....? What are the main ideas/ feelings / thoughts of....? What does this mean/ what could happen? Is there a different way of responding?
Show understanding, describe actions,	With help, access sources of information, contribute to discussions, work as part of a team, respect the opinions of others, empathy, motivation	How would the person react to the issue / situation...using what information? What do you already know that could help the person in the situation? What other way could the person in the situation have reacted / done? Where do pressures do something you shouldn't come from? How could people support and encourage others not to do something that is dangerous or harmful What is the person belief/ value/ attitude? What would happen if.....?
Explain, begin to assess, apply, can consider what would happen if	Negotiate with others, know where to find sources of information, discuss sensitive and controversial issues giving reasons for opinions	What do you think the person in the situation could do next? What motivates the person to? How could the person use the information / skills they have learnt to do something different? How could they resist doing....? How isrelated to....? If appropriate for the topic area: Why do you think...? What evidence can you find to support this?
Explain fully, compare and contrast, awareness of, demonstrate how ..., can suggest alternatives	Access information independently, demonstrate, research and present an persuasive argument, can apply what they have learnt, problem solving	What works / worked well? What could the person have changes and / or what would you have changed? Is a risk worth taking? How could the situation be made better? Do you agree with the actions... with the outcomes? What could be an effective strategy to use in this situation and why? What is your opinion of....? What information would you use to support these views?

Recognise complexities, analyse, detailed understanding	Weigh up, argue persuasively, present alternative views. Identify a range of solutions to a problem, Try out different courses of action, evaluate their impact	How would you / the character prove / disprove? What / which is the most important and why? Why did they choose? ... How would another person do it differently? What changes could be made to solve....? To have a different outcome? How could a person resolve this situation?
Draw conclusions, inter-connections	Critically evaluate sources of information for reliability and utility, make reasoned informed judgements and choices. Hypothesise alternative courses of action, ask challenging questions	Can you think of another way? Can you predict what might happen? What do you think it is going to be and why? How could the person adapt...to create a different outcome? How could we pull all your ideas together?

Resources to support the teaching of the Entitlement Framework

Please ensure when purchasing and using resources the following good practice principles for selecting appropriate resources are used

Overall aspects	Teaching and learning	Content	Curriculum Aspects
<p>Are the underpinning values and beliefs stated and are they consistent with those of the school?</p> <p>Is there guidance on identifying pupils' existing levels of knowledge and understanding and how to incorporate these into planning?</p> <p>Do activities cover a range of teaching and learning styles?</p> <p>Is there guidance on evaluating activities?</p> <p>Are the materials free from stereotypes?</p> <p>Do the materials take account of religious, cultural and physical diversity and special educational needs?</p>	<p>Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?</p> <p>Is active learning promoted?</p> <p>Are discussion and reflection encouraged?</p> <p>Do the activities cover the development of knowledge, skills and attitudes?</p> <p>Is the content differentiated and can it be adapted for use with particular groups of pupils?</p> <p>Is guidance given on assessing learning outcomes?</p>	<p>Does the content covered meet with pupils' needs?</p> <p>Is the content factually accurate and balanced?</p> <p>Are learning outcomes clearly stated?</p> <p>Are learning outcomes sufficiently challenging?</p> <p>Is the content appropriate to the needs of pupils in terms of language, images, attitude, maturity, understanding and knowledge required?</p> <p>Does it include positive images of a range of people and will the imagery and language appeal to pupils?</p> <p>Do the activities encourage pupils to</p>	<p>Does it contribute to broad and balanced PSHE and Citizenship provision?</p> <p>Does the material say how it covers statutory and non-statutory learning outcomes?</p> <p>Does the resource support continuity and progression across key stages and curriculum subjects?</p>

<p>Has the material been developed in consultation with pupils and teachers and has effectiveness been evaluated?</p> <p>Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence</p>		<p>think about their attitudes and values and take account of a range of perspectives?</p> <p>Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?</p>	
---	--	--	--

Resources to support the teaching of the PSHE and Citizenship entitlement framework up-dated September 2019

All web links were correct at time of release

The majority of resources identified in this list are free for schools to access and will help to support the teaching and learning across a range of topics in the PSHE and Citizenship entitlement framework. It is acknowledge that there are further resources available and those contained within the list are only suggestions that are not being endorsed by NYCC but they have either been suggested by schools or developed by reputable organisations to help support the delivery of effective PSHE and Citizenship. Before using any of the resources a school needs to make themselves familiar with the resource and ensure it meets the schools ethos and needs of their pupils.

- The **first section** contains a range of generic websites that provide information and / or resources that support a number of topics
- The **second section** focuses on teaching and learning resources that cover a number of topics and usually provide lesson plans that cover a range of year groups
- The **following sections** refer to resources that may be more appropriate for the older year groups

Section 1: Secondary Schools Generic Websites and Resources that cover a range of Year groups

<https://www.pshe-association.org.uk/>

The PSHE association provides a range of information on all PSHE issues and they have a quality assurance process for PSHE resources. They do have a [PSHE programme of study which is free to access and PSHE planning tools \(need to be a member to access\)](#). The PSHE association have an increasing number of teaching and learning resources developed in partnership with a range of organisations as well as a [quality assurance process for PSHE resources](#)

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing aimed at primary schools but some resources could be adapted for older pupils <https://www.mentallyhealthyschools.org.uk/>

Anna Freud has a range of supporting resources for secondary schools to support teaching about mental health <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/>

Anti-bullying Alliance has a range of CPD modules for professionals who work in schools as well as supporting resources <https://www.anti->

bullyingalliance.org.uk/

Rise Above Resources from Public Health England have a number of resources that cover a range of topics for secondary schools

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

The Association for Citizenship also provides further support for schools in teaching this aspect of the curriculum

<http://www.teachingcitizenship.org.uk/>

Young Money (previously PFEG) provide support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources. <https://www.young-enterprise.org.uk/>

Career Development Institute provides a framework for careers, employability and enterprise education.

<http://www.thecdi.net/New-Careers-Framework-2015> They also provide a range of other supporting materials <http://www.thecdi.net/Home>

The Sex Education Forum has a range of information and support <https://www.sexeducationforum.org.uk/>

Lesbian, Gay, Bisexual and Trans guidance for professionals who work children and young people in North Yorkshire lists a range teaching and learning resources to discuss sexuality and gender including three short films made by LGBT young people in North Yorkshire

<http://cyps.northyorks.gov.uk/health-wellbeing-phse>

Mentor – ADEPIS provides information to support the teaching of drug and alcohol education <http://mentor-adepis.org/>

Wiltshire Healthy Schools programme does have a key stage 3 scheme of work for PSHE that is available but due to the date of the scheme of work some of the lessons may be missing some more recent safeguarding issues like online safety, grooming, sexting, child sexual exploitation and consent which would need to be part of a planned PSHE curriculum in a secondary school

<http://www.wiltshirehealthyschools.org/resources/schemes-of-work/kaleidoscope/>

Wiltshire Healthy Schools Programme also has a calendar of National health and wellbeing days/ weeks / events throughout the year which can help with planning activities within school <http://www.wiltshirehealthyschools.org/resources/health-events-calendar/>

Leeds Health and Wellbeing team does have a secondary scheme of work for PSHE that is available to access but again it may need checking for more up-to-date safeguarding issues

<http://www.schoolwellbeing.co.uk/pages/secondary-pshe-toolkit-for-leeds-schools>

True tube provides a wide range of films and lesson plans to support the teaching of PSHE, Citizenship and RE –and a calendar for each month to highlight awareness weeks and important dates. <https://www.truetube.co.uk/>

The BBC has a range of learning clips that support the teaching of PSHE and Citizenship by key stages (aspects covered by the short films include: self, growing up, emotional health, relationships, risk taking, community and global citizenship) <http://www.bbc.co.uk/education>

Section 2: Specific Teaching and Learning Resources that cover a range of lessons / year groups

Growing up and Healthy Relationships

Growing up (puberty) Busy bodies is an online resource to support teaching pupils about puberty. Please note this resource is also suggested at Year 6. There are five short cartoons that introduce the topic of puberty, how boys develop, how girls develop, how babies are made and a summary cartoon about the importance of them looking after their physical and emotional health. There is a teaching pack and a young person's/ parent information pack which can be downloaded. *Please note this is an Irish resource so pupils need to be informed that in the UK the age of consent is 16.*

http://www.healthpromotion.ie/health/inner/busy_bodies

Rise Above Resources from Public Health England have a number of resources that cover a range of topics for secondary schools.

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

'Betty' PSHE Association accredited digital lessons which aim to prepare young people for the onset of menstruation and help young people to manage their bodies and emotions once their periods have started. A mix of film, animation, interactive activities and supporting print materials

<https://bettyforschools.co.uk/resources>

NSPCC making sense of relationships lesson plans for key stage 3-4 and a number of other supporting resources for RSE and online safety

<https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/>

Grooming - Alright Charlie – a resource that aims to teach pupils about grooming in an age appropriate way through the eyes of Charlie. There is a [film](#) [teachers resource book](#) and [pupil workbook](#)

A lesson plan to supporting teaching about Female Genital Mutilation (FGM) as part of the planned SRE curriculum

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/276541/KS3_FGM_lesson_plan.pdf

Stonewall have a range of posters and resources to help teach about LGBT issues

<http://www.stonewall.org.uk/our-work/education-resources>

Education and Celebrate has a range of resources and lesson plans to support teaching about LGBT

<http://www.educateandcelebrate.org/resources/>

PSHE association hosts a range of resources that have been developed to challenge HBT language and bullying and celebrate the LGBT community

<https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic>

I am Leo – is a CBBC documentary about Leo who was born a girl but now lives life as a boy https://www.youtube.com/watch?v=0x_u2cs8DpI

GIRES have produced a lesson plan that provides background information about trans and non-binary issues and some explicit information about sex differentiation. It explains in broad terms, the role of the brain, and how this is not always congruent with the sex appearance.

<http://www.gires.org.uk/education/classroom-lesson-plans>

The Expect Respect Educational Toolkit, to support schools teach about domestic violence in an age appropriate way. There are lesson plans for Year 7 – Year 13

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

The Alzheimer's Society have created some teaching and learning resources to enable children to learn about Alzheimer's and to support everyone to Create a dementia friendly generation https://www.alzheimers.org.uk/info/20117/creating_a_dementia-friendly_generation

Staying safe

'I know about the internet' a film and supporting resource developed by NYCC and CYC. A copy has been provided to all secondary schools in North Yorkshire

Thinkuknow – there is a wide number of resources available to cover all year groups in a secondary school. <https://www.thinkuknow.co.uk/>

Safer internet has a range of resources to support all year groups at secondary school <https://www.saferinternet.org.uk/advice-centre/young-people/resources-11-19s>

11th of February 2020 is Safer internet day. There is a range of supporting resources along with resources from previous internet safety days. <https://www.saferinternetday.org/> The 2019 focus was understanding consent in a digital world. The teaching and learning resources are still available to access <https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2019/education-packs>

Internet matters has a range of resources to support all key stages in secondary school <https://www.internetmatters.org/schools-esafety/secondary/>

Education for a connected world has suggested learning outcomes for secondary schools in relation to online safety https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Crossing the line is a practical online safety PSHE toolkit with films and lesson plans to explore online issues with pupils aged 11-14 years old from <http://www.childnet.com/resources/pshetoolkit> which contains lessons on cyberbullying, sexting, peer pressure and self esteem

Alcohol - Drinkaware provide a range of supporting lesson plans, powerpoints and all supporting resources including short films covering: introducing alcohol, understanding risks and harms, handling peer pressure and alcohol and emotional health <https://resources.drinkaware.co.uk/Education>

Alcohol education trust provides a range of lesson plans and all supporting resources for each year group, along with leaflets that can be ordered for young

people and their families <http://www.alcoholeducationtrust.org/teacher-area/>

Substances - Mentor Adepis have developed a series of lesson plans aim to provide a specific but flexible pathway to enable children to consider ways to develop resilience, reducing risk-taking and considering safer options focused on substances (alcohol, smoking and drugs) for key stage 3 pupils
<http://mentor-adepris.org/lesson-plans/>

Substances - Wiltshire have developed lesson plans and all supporting materials to support teaching on drugs, alcohol and tobacco for year groups 7- 11
<http://www.wiltshirehealthyschools.org/resources/schemes-of-work/drugs-and-stuff/>

Road safety - Roadwise have developed a range of teaching resources to support curriculum delivery for all key stages
<http://www.roadwise.co.uk/schools/teachers-resources/>

Road Safety - 'Think' provide 25 lessons to support all key stages teach about road safety <http://think.direct.gov.uk/resource-centre/>

Railway safety programme for key stages 1-4 from Network Rail with all supporting lesson plans, resources and assembly plans.
<https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/>

Run hide tell teaching resources and films from ACT for Youth for key stage 3 and 4 <https://www.npcc.police.uk/CounterTerrorism/ACTforYouth.aspx>

Healthy Lifestyles (emotional and physical wellbeing)

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing aimed at primary schools but some resources could be adapted for older pupils <https://www.mentallyhealthyschools.org.uk/>

Emotional health and wellbeing – The PSHE associations guide to teaching about mental health and supporting lesson plans for key stage 3-4 covering: promoting emotional health during transitions, resilience and reframing, unhealthy coping strategies and developing healthy coping strategies and mindfulness (updated in July 2019)
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Young minds have developed an 'Academic Resilience Model' to support schools develop a whole school approach to developing resilience. To support this they have developed some teaching and learning resources to help build a 'resilient classroom'.
https://www.youngminds.org.uk/assets/0001/1548/The_resilient_classroom.pdf

Body Image lesson plan and all supporting resources and a short film of young people talking focusing on the role of the media and advertising in influencing young people's perception of body image <http://mediasmart.uk.com/resources/teaching-resources/body-image> (they have further resources that challenge advertising/ media in general).

Dove self -esteem teaching and learning resources to support schools teach a body-confidence session(s)

<http://selfesteem.dove.co.uk/Articles/Written/Teachers-and-schools.aspx>

The Change 4 Life website has a link to a range of organisations that support school with the healthy lifestyle curriculum

<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>

Careers Education and Enterprise

National Careers Service <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Cegnet – supporting careers education from key stage 2-5 a range of resources available <http://www.cegnet.co.uk/>

Economic wellbeing

Young Money (was PFEG) provide support for schools to enable them to teach effective financial education and they support 'My Money Week' which is usually around the middle of June. They also have a quality assurance process for financial education resources <https://www.young-enterprise.org.uk/>

Citizenship

Equalities and human rights commission secondary resource pack. Equal Rights, Equal Respect; free online teacher training and education resources to help teach Key Stage 3 students about equality and human rights. Covers the Equalities Act. Also video clips. <https://www.equalityhumanrights.com/en/secondary-education-resources>

The Crown Prosecution Service have developed teaching packs on hate crime. One each on: Disability hate crime - Race and religious hate crime - Sexual Orientation and Transgender. http://www.report-it.org.uk/education_support

Educate against hate. Home office website directing schools to a range of resources <http://educateagainsthate.com/resources/>

Show Racism the Red Card- the campaign that uses top footballers to educate against racism. There are lots of ideas on how to fight racism and homophobia, including holding events with football clubs all over the country, to running competitions for schools, to producing a whole range of educational resources. <https://www.theredcard.org/resources-and-activities>

Education Pack aimed at tackling racism towards Gypsy, Roma and Travellers. <https://www.theredcard.org/out-of-site-education-pack>

Links to a range of resources exploring the 4 fundamental 'British Values' <https://www.victvs.co.uk/british-values/>

Refugee week is in June but they provide a range of resources that could be used at anytime <https://refugeeweek.org.uk/resources/education-resources/classroom-resources/>

Section 3: As well as section 2 further resources that may be appropriate for pupils in Year 8 and above

Substances - Unplugged provides lesson plans and all supporting information that covers alcohol, tobacco and drug education with a focus on skill development. <http://mentor-adepis.org/unplugged/>

Resources to support teaching about knife crime , gangs and criminal exploitation

- <http://noknivesbetterlives.com/practitioners>
- <http://www.benkinsella.org.uk/what/teaching-resources>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-knifefree-lesson-plans-ks34-%E2%80%93updated>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/gangs-managing-risks-and-staying-safe-lesson-pack> (membership required to access this one)
- https://www.safe4me.co.uk/wp-content/uploads/2019/02/Fearless_CountyLinesResource_18pp_V2_online.pdf

Prevent toolkit, produced by NYCC with a range of supporting materials <https://cyps.northyorks.gov.uk/prevent>

MP for a week: Online game for K3, exploring what MPs do. Other teaching resources also available on the Parliament UK website.

<http://www.parliament.uk/education/teaching-resources-lesson-plans/mp-for-a-week-game/>

Syria: A Children's Crisis?

Learn about the crisis in Syria, and think critically about who is affected. Oxfam lesson plans and resources. Video clip.

<http://www.oxfam.org.uk/education/resources/syria>

Amnesty International provide a range of resources to support a number of human right issues <https://www.amnesty.org.uk/education/human-rights-resources-theme-issue-campaign>

Section 3: As well as section 2 further resources that may be appropriate for pupils in Year 9 and above

Healthy Relationships

Brook e-learning modules (these are aimed at staff to enable them to teach these topics to young people) <https://www.brook.org.uk/our-work/category/e-learning>

- Consent: Developed with the University of Sussex, this course covers the law, the gender norms, stereotypes and cultural factors which may affect their ability to consent
- Contraception: A guide to all contraceptive methods featuring animations and an interactive tool, as well as providing activities for use with young people.

The local sexual health service in North Yorkshire is provided by Yorsexual health the website has a range of information about the services they provide

<https://www.yorsexualhealth.org.uk/> ***It would be good practice to share this website as part of the planned PSHE curriculum and to show pupils how to access information about where to access local sexual health support***

Brook provide a range of downloadable resources to support puberty, LGBT, STIs and Contraception when being taught with pupils

<https://www.brook.org.uk/shop/category/resources>

Sexwise have a range of supporting resources including short films and downloadable resources focused on STIs and contraception.

<https://www.sexwise.fpa.org.uk/professionals>

FPA has a range of leaflets and information that can be downloaded covering STIs, contraception, 'is this a healthy relationship' leaflet and many more

<http://www.fpa.org.uk/professionals/resources/leaflet-and-booklet-downloads>

'Web of lies' developed by the Safe and Sound Group- young people who live in North Yorkshire. Exploring Child Sexual Exploitation (CSE). A copy of the resource and supporting DVD has been provided to all secondary schools in North Yorkshire. For further information please contact

james.parkes@northyorks.gov.uk

Disrespect NoBody teaching resources have been updated for 13-18 year olds aimed at preventing abuse in teenage relationships the following sessions What is 'teenage relationship abuse?', Consent and Sharing sexual images. <https://www.disrespectnobody.co.uk/>

Teenage relationship abuse- The film 'Can you see me' could be part of a planned lesson exploring the consequences of an abusive teenage relationship

<https://www.youtube.com/watch?v=HPd4fefaUfw>

The PSHE association have developed guidance and lesson plans to support schools teach about consent. The guidance is split into two parts: the first is general advice for schools on teaching about consent, outlining key concepts like 'healthy relationships' and the legal definition of consent so that teachers are clear about it themselves. The second half provides eight lesson plans on different elements of consent, including avoiding assumptions relating to consent, the right to withdraw consent, the capacity to consent (including the impact of alcohol on consent) and challenging myths relating to consent.

www.pshe-association.org.uk/consent

Thames Valley Police have developed a short video called, 'Consent its simple as tea' which uses the analogy of making a cup of tea to someone giving consent – a good introductory film to the issue of Consent, <https://www.youtube.com/watch?v=pZwvrXVavnQ>

Harrogate LGBT youth group have produced a video and lesson plan to support young people consider their language in relation to the LGBT community.

The film can be accessed at <https://youtu.be/PtxVeoikpDI>

Range of strategies to manage a loss- lesson plan from www.dyingmatters.org

<http://www.dyingmatters.org/page/lesson-plan-resources>

Healthy Lifestyle (emotional and physical wellbeing)

The Mental Health in Schools project has developed a range of video clips and lesson plans to support teaching about mental health issues. The films and lessons plans have been piloted in North Yorkshire secondary schools with very positive feedback <https://mhislive.com/>

Cornwall stop stigma lesson plans have been developed so they can be taught by teachers who don't have to be an 'expert' in mental health the lessons cover: awareness of mental health and stigma, myths and facts, wellbeing and normalising mental health, mental health issues and creating and running an anti-stigma campaign. <https://www.cornwallhealthyschools.org/stop-stigma/>

NHS have produced a list of apps that support people with their mental health (some are young people focused) to support some self-care techniques <https://www.nhs.uk/apps-library/category/mental-health/>

Anna Freud has developed information in partnership with young people on self-care techniques for managing their emotional and mental health <https://www.annafreud.org/on-my-mind/self-care/>

Teenage Cancer Trust has a range of resources to help teach about these aspects - <https://www.teenagecancertrust.org/>

Citizenship

Prevent teaching and learning resource. Set of 12 lessons on Prevent including video. Free download

<https://www.stockton.gov.uk/community-safety/safer-stockton-partnership/key-priorities/prevent-teaching-and-learning-resource/>

Prevent for Schools: Range of guidance materials, teaching resources and lesson plans on many aspects of Prevent including Online Safety,

http://www.preventforschools.org/index.php?category_id=83

NYCC Hurt by Hate DVD and supporting teaching resource which covers the Prevent agenda focusing on the story of two young people. This has been provided free to North Yorkshire Secondary schools. For more information please contact Lesley.Dale@northyorks.gov.uk

Where's the line. An on-line resource provides that practical information and advice to support the delivery of the 'Learning together to be safe toolkit' in schools. It contains materials which teachers can use to stimulate discussion and debate in the class room as well as a practical guide to delivering this material in a safe and non-offensive manner. Links to Prevent. A school needs to register to get access to this resource (there is a cost).

www.wherestheline.co.uk

Section 3: As well as section 2 further resources that may be appropriate for pupils in Year 10 and above

Resources that have been developed (at a cost) to support schools teach specifically about pornography. One is from the family planning association and is called [We need to talk about pornography](#) and the other is 'planet porn' available from BISH <http://bisstraining.com/index.php/planet-porn/>

Samaritans have developed a range of lesson plans to support the following issues: emotional health, coping strategies, dealing with feelings and connecting with others. The lesson plans are supported by films.

<http://www.samaritans.org/your-community/supporting-schools/deal-teaching-resources>

Careers Education and Enterprise

National Citizen Service <http://www.ncsyes.co.uk/> a range of opportunities for 15-17 year olds to build up their skills, experience and take on a new challenge

What is extremism? Youtube 8 min video <https://www.youtube.com/watch?v=ir1g5BCvYCQ>

Run hide tell teaching resources and films from ACT for Youth for key stage 3 and 4 <https://www.npcc.police.uk/CounterTerrorism/ACTforYouth.aspx>

Prevent toolkit, produced by NYCC. 4 lessons linked to extremism and links to wide range of further resources. Available from the resources section of the NYES website.

Section 3: As well as section 2 further resources that may be appropriate for pupils in Year 12 and above

Healthy Relationships

Scarborough LGBT youth group have developed a short film based on their experiences of growing up LGBT which can be accessed at https://www.youtube.com/watch?v=jVxQqG5P_gA

Alcohol education trust has supporting lesson plans for pupils 16 + <http://www.alcoholeducationtrust.org/teacher-area/16plus/>

London Grid for Learning:- Counter Extremism Narratives and Conversations. Range of video clips to explain Islamic Extremism and Far Right Extremisms and the counter narrative.

<http://counterextremism.lgfl.org.uk/index.html>

Resources to support SEND pupils across the age ranges

Wiltshire Healthy Schools – Their key stage 3 PSHE scheme of work has been adapted for SEND pupils with clear learning outcomes identified <http://www.wiltshirehealthyschools.org/resources/schemes-of-work/kaleidoscope/>

BBC bitesize has a range of short film clips to support the PSHE curriculum for SEND pupils for example understanding inappropriate touch, bullying and feelings. <http://www.bbc.co.uk/education/topics/zbqcwmmn/resources/1>

NSPCC – Pants Campaign focusing on the message, ' what's in your pants is private' – a lesson plan and all supporting resources including a powerpoint to enable a class to discuss the importance of keeping what's in your pants private. There is a specific leaflet for children with SEND and for parents with autistic children and a film for deaf children (primary and secondary examples).

<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/Underwear-Rule-video-to-help-protect-deaf-children-from-abuse/>

Alcohol education trust – some free resources and some at a cost for SEND pupils <http://www.alcoholeducationtrust.org/teacher-area/visual-rich-resources/>

The Sex Education Forum list of Sex and relationship curriculum resources for work with SEND children and young people

http://www.sexeducationforum.org.uk/media/4474/resource_list_disability_-_in_new_template.pdf

Sex and Relationships education - Puberty & Sexuality for Children and Young People with a Learning Disability from NHS leads a teaching and learning resource <http://www.rsehub.org.uk/media/16503/54-Puberty-Sexuality-for-Children-and-Young-People-with-a-learning-disability.pdf>

Sex and Relationships Education - The aim of Bodysense is to produce and distribute 3D anatomically correct models and teaching resources that enable young people to develop relationships that bring them acceptance, love and pleasure (there is a cost for the resources) <http://www.bodysense.org.uk/>

Further supporting information for adults who teach the PSHE and Citizenship Curriculum

These web links provide further information about a range of subjects that could be taught in a well-planned PSHE and Citizenship curriculum. Some are free online e-learning packages and some are for further information and advice to ensure pupils are being given the correct information. All links were correct at time of going to release (September 2019) and there are other organisations providing information available.

Emotional Health and Wellbeing

The PSHE associations guide to teaching about mental health and supporting lesson plans

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Mentally healthy schools provides a wealth of information and teaching and learning resources to support teaching about emotional health and wellbeing aimed at primary schools but some really good information and teaching resources <https://www.mentallyhealthyschools.org.uk/>

Anna Freud Schools In Mind Network is free for schools to join up to <https://www.annafreud.org/what-we-do/schools-in-mind/>

Anti-bullying Alliance has a range of CPD modules for professionals who work in schools as well as supporting resources <https://www.anti-bullyingalliance.org.uk/>

Young Minds provide a range of supporting information on emotional health and wellbeing – including academic resilience

<http://www.youngminds.org.uk/>

http://www.youngminds.org.uk/training_services/academic_resilience

Boing Boing also provide information about academic resilience <http://www.boingboing.org.uk/>

Mind Ed have a range of free e-learning training modules to support adults who work with children and young people (this includes some modules examining online safety) <https://www.minded.org.uk/>

Physical wellbeing

Change for life <https://campaignresources.phe.gov.uk/schools>

Sex and Relationships

Sex Education Forum has range of supporting information <http://www.sexeducationforum.org.uk/>

NSPCC website has a range of information about safeguarding issues with children and young people <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Brook e-learning modules <https://www.brook.org.uk/our-work/category/e-learning>

- Consent: Developed with the University of Sussex, this course helps young people to understand the law, the gender norms, stereotypes and cultural factors which may affect their ability to consent
- Pleasure: Also developed with the University of Sussex, this course can help you equip young people to have more safe, ethical and enjoyable sexual experiences
- Contraception: A guide to all contraceptive methods featuring animations and an interactive tool, as well as activities for use with young people.
- How to deliver SRE: This provides a comprehensive introduction to help you develop the confidence, knowledge and skills to plan, deliver and evaluate good quality sex and relationships education.
- Relationships: Based on a fascinating academic research project (Enduring Love?) from The Open University, this course will teach you about the findings and equip you with activities and lesson plans for use with young people.
- CSE: Jointly developed by Brook and the Department of Health, this is an e-learning tool designed to help health professionals spot the signs of child sexual exploitation (CSE).
- Sexual behaviours: Our highly acclaimed Sexual Behaviours Traffic Light Tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours. This complements our popular face-to-face Traffic Light Tool training.

Female Genital Mutilation (FGM) - the Home Office provide a free e-learning package to support adults learn more about this sensitive topic

<https://www.fgmelearning.co.uk/> and North Yorkshire Local Safeguarding Board has a professional practice guide on FGM

<http://www.safeguardingchildren.co.uk/professionals/fgm>

Child Sexual Exploitation (CSE) – North Yorkshire Local Safeguarding Board has a professional practice guide on CSE

<http://www.safeguardingchildren.co.uk/professionals/cse>

Domestic Violence - www.idas.org.uk

The local sexual health service in North Yorkshire is provided by Yorsexual health the website has a range of information about the services they provide

<https://www.yorsexualhealth.org.uk/>

Sexuality and Gender

Stonewall provide a range of supporting information on lesbian, gay, bisexual and Trans issues <https://www.stonewall.org.uk/>

GIRES <http://www.gires.org.uk/> provide a wealth of information about Trans children and young people and provide a free e-learning package focused on Trans children and young people <http://www.gires.org.uk/caring-for-gender-nonconforming-young-people>

Substance Misuse (drugs, alcohol, tobacco and e-cigarettes)

Mentor- ADEPIS has a range of information and supporting resources covering all substances <http://mentor-adepis.org/>

Talk to Frank provides a range of information about illegal substances <http://www.talktofrank.com/>

Ash provides a range of information about smoking <http://www.ash.org.uk/>

Compass REACH is the local service that provides free help, advice and practical support for young people aged from 9 to 19 (and up to 25 for those with special educational needs or disabilities) across North Yorkshire affected by substance misuse, poor sexual health and issues relating to emotional wellbeing and mental health. **Tel:** 01609 777662 **Freephone:** 0800 008 7452 **Email:** NYRBS@compass-uk.org

Online Safety

Think u Know has a whole teachers section <https://www.thinkuknow.co.uk/Teachers/>

Safer internet has a whole section for teachers <http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals>

NSPCC website shows the links between online safety and safeguarding issues <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Childnet provide has a whole teachers section <http://www.childnet.com/>

Prevent

An e-learning package from the Home Office on Prevent is available at: <https://www.elearning.prevent.homeoffice.gov.uk/>

The North Yorkshire Safeguarding board has a professional practice guide on Prevent <http://www.safeguardingchildren.co.uk/admin//uploads/practice-guidance/working-with-individuals-vulnerable-to-extremism-in-education-settings.pdf>

Criminal Exploitation

North Yorkshire Safeguarding board criminal exploitation and county lines practice guide

<http://www.safeguardingchildren.co.uk/children-young-people/criminal-exploitation-county-lines>

County Lines – Children Society Toolkit for professionals

https://www.childrensociety.org.uk/sites/default/files/publications/toolkit_criminal_exploitation_and_county_lines.pdf

Careers

Statutory guidance for schools on providing careers guidance. - Careers guidance and access for education and training providers (October 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Detailed versions of the three Gatsby Benchmark toolkits; one each for schools, for colleges and for Special Educational Needs and Disabilities

<https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks>

Leading Careers Guidance- A guidance document to support colleagues to plan, implement and assess the impact of Careers Guidance in North Yorkshire (July 2018)

<https://www.businessinspiredgrowth.com/wp-content/uploads/2018/07/74160-LEP-Leading-careers-guidance-A4-document.pdf>

Appendix 2

Partners in School Agreement Form Supporting the Personal, Social, Health, Citizenship and Economic Education

The aim of this document is to ensure that both the school and the external partners are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

School:

Lead contact person:

Second contact person:

Tel:

Email:

Agency:

Lead contact person:

Name of person(s) delivering the session:

Tel:

Email:

What is the aim of the session?

What type of session is being delivered? (lesson, assembly, enrichment day etc)

**What are the intended learning outcomes for the students?
Is the partner agency delivering the whole session or contributing to part of session?**

What activities and methods will be used during the session?

(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)

Date/Time	Year / Class	Number of students	Any special needs or sensitive issues to be aware of?	Any equipment that needs to be provided by the school?

Planning checklist

Aspects to be considered	Any agreed actions
Is it clear how the partner's contribution fits with and enhances the planned PSHE and Citizenship scheme of work?	
Is there a good understanding of the values and beliefs of the partner agency and the reasons for working with schools? (an internet search, feedback from other schools etc)	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Have identified members of staff been identified who will remain with the pupils and be responsible for behaviour management whilst the partner agency is providing their input?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and relationships and sex ?	
Does the partner agency understand confidentiality, safeguarding procedures and who to signpost pupils to if an issue arises?	